



WISCONSIN

The Afterschool Investments project is developing profiles for each state to provide a snapshot of the “state of afterschool,” as well as an opportunity to compare afterschool activities across the country. This profile provides key data and descriptions of the afterschool landscape, which includes a range of out-of-school time programming that can occur before and afterschool, on weekends, and during summer months. It is designed to serve as a resource for policymakers, administrators, and providers.

Statewide Initiatives

► **Wisconsin AfterSchool Association.** In 1995, school-age professionals in the state of Wisconsin began developing a statewide school-age organization with assistance from the Wisconsin Early Childhood Association (WECA) and the Wisconsin Child Care Improvement Project (WCCIP). At the same time, WECA was given funding to develop the Wisconsin School-Age Credential following the United States Army model. The Wisconsin School-Age Care Alliance (WISACA), as an informal organization, helped in the development of the **Wisconsin School-Age Credential**. In 1997, WISACA became a state affiliate for the National School-Age Care Association (now the National AfterSchool Association). The Wisconsin AfterSchool Association hosts a statewide conference, administers the Wisconsin School-Age Credential, publishes a quarterly newsletter, and supports public policy development at state and national levels.

For more information see <http://www.wi-communityed.org/wisaca/wisaca.htm>.

► **The Wisconsin Child Care Improvement Project (WCCIP)** is a statewide non-profit agency that provides technical assistance to child care providers in Wisconsin. Wisconsin Early Childhood Association (WECA). Pre-licensing consultation is provided through a contract with the Wisconsin Department of Health and Family Services. WCCIP has also developed a series of school-age care tip sheets for providers.

Quick Facts

Demographics

Total population:5,363,675

Number of children
ages 5-12:620,228

Percent of population:12%

Percent of students eligible
for free and reduced-price
lunch:26%

Percent of K-12 students in Title I
“Schoolwide” schools:12.4%

For more demographic information, visit <http://nccic.org/statedata/statepro/wisconsin.html>.

Child Care and Development Fund (CCDF)

• CCDF Administrative Overview

Administering agency:
Wisconsin Department of
Workforce Development Child Care
Section

Total estimated FFY03
federal and state
CCDF funds:\$119,667,523

FFY03 total federal
share:\$83,342,554

FFY03 state MOE plus
match:\$36,324,969

School-Age & Resource and
Referral Earmark:\$268,328

FFY02 Total Quality
Expenditures:\$12,475,963

Percent of children receiving
CCDF subsidies who are
ages 5-12:42.5%



U.S. Department of Health and Human Services
Administration for Children and Families, Child Care Bureau



► **Wisconsin Early Childhood Association (WECA).** The Wisconsin Early Childhood Association, the Wisconsin affiliate of NAEYC, is a statewide non-profit agency that houses the T.E.A.C.H. Early Childhood® WISCONSIN Scholarship Program and the R.E.W.A.R.D.™ WISCONSIN Stipend Program. Through the T.E.A.C.H. Early Childhood® WISCONSIN Scholarship Program, school age care providers are eligible for scholarships to further their education. The R.E.W.A.R.D.™ WISCONSIN Stipend Program also awards stipends to school age providers to increase compensation and encourage education and retention. Specific eligibility guidelines apply for both programs. Programs are also open to the wider early care and education community. Funding from the Child Care and Development Fund supports both programs. For more information, see www.wecanaeyc.org.

► **Wisconsin Community Education Association (WCEA).** In 1979, the University of Wisconsin Extension Services and the Wisconsin Technical College System signed a "memorandum of understanding" with the Wisconsin Department of Public Instruction to promote the use of schools as community learning centers. Though not backed with legislation or formal funding, this agreement led to great expansion of collaborative learning activities for school-age children and youth using public schools and community-based centers in the state. Currently, over 65 community education programs and over 200 after-school programs work closely with the Wisconsin Technical College System and the University of Wisconsin Extension Services.

For more information, see <http://www.wi-communityed.org>.

► **Community Youth Grants.** The Wisconsin Department of Workforce Development provides grants to Boys and Girls Club sites throughout the state. The objectives of the program are to provide extra learning opportunities, with a particular focus on gang prevention. It is open to low-income, TANF eligible youth 5-18 years old. In 2004, this effort is supported with \$600,000 from TANF funds.

For more information, see <http://www.dwd.state.wi.us/dws/w2/cyg.htm>.

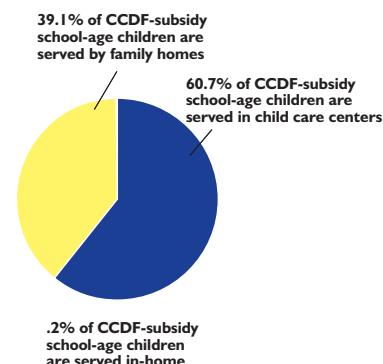
Notable Local Initiatives

► **Building on the Building Blocks of Beloit's Youth (B.O.B.B.Y.).** The B.O.B.B.Y. Initiative, housed in the Beloit, Wisconsin, Health Department, offers integrated health and social services in a one-stop-shop arrangement for elementary school students. Programs are recreational, educational (including tutoring by students from University of Wisconsin-Whitewater), artistic, and musical in nature. The tutoring and enrichment activities offered at the centers create a strong linkage between school instruction and afterschool tutoring. The project is a collaborative between the City of Beloit and the Greater Beloit Community Foundation.

► **New Beginnings Tutoring and Mentoring Program.** The New Beginnings program is an all-volunteer afterschool mentoring and tutoring program in Eau Claire, Wisconsin. It is a collaborative effort between many community agencies including Eau Claire Coalition for Youth, Parks, and Recreation; The Multi Agency Response Team for Youth (MARTY); Clearwater Kiwanis Club; the local school district; local churches; and the local university. Though the program is open to anyone who needs help with school work, the program focuses on providing one-on-one concentrated help to expelled students and students who have been injured or ill and are unable to go to school.

Quick Facts (continued)

• Settings



• Uses of CCDF Earmarks and Quality Dollars for Afterschool

"Resource and referral and school-age" earmark:

Funds may support resource and referral agencies that provide school-age appropriate materials to providers. Funds may also support scholarships and stipends, through the T.E.A.C.H. and R.E.W.A.R.D. programs, for school-age care providers interested in furthering their education in the field.

Other quality activities:

Data not available.

• Provider Reimbursement Rates and Family Copayments

Label assigned by state for school-age rate category:6+

Maximum rate for center-based school-age category:\$5.33/hour

Notes: Rates vary by county. Rates for Milwaukee are given.

Standardized monthly center-based school-age rate\$426

Is "time in care" a factor in determining family copayment for school-age care?No

Notable Features of Rate System: Wisconsin reimburses accredited programs up to 10% higher than the reimbursement rate if their rates are higher than the published rate.

► **Safe & Sound Initiative.** This anti-crime initiative was created in 1998 in the city of Milwaukee. Safe & Sound combines aggressive law enforcement, community organizing, and the establishment of safe places for children to go during non-school hours in high crime areas. The initiative has three major components: Safe Places, community partners, and law enforcement. "Safe places" include city schools, teen centers, the local gyms, the YMCA and YWCA, and local parks and may include afterschool, summer, weekend, and holiday youth programming located in 20 high-crime Milwaukee neighborhoods. Community partners recruit students for the Safe Places program, identify drug activity in targeted neighborhoods, and organize block watches and neighborhood improvement projects. Law enforcement works with community partners to fight crime and to participate with youth in Safe Places. Based on a Marquette University evaluation of the program, from 1997-2000, violent felony crimes decreased in the project area by nearly 30 percent. In November 2001, the governor secured \$1.65 million for the Safe & Sound initiative to expand into Beloit, Eau Claire, Green Bay, La Crosse, Racine, and Waukesha.

Statewide Organizations

National Afterschool Association Affiliate:

Wisconsin School-Age Care Alliance (WSACA)
WCCIP
813 Princeton Road
Janesville, WI 53546
Phone: 608-758-8721

Statewide Child Care Resource and Referral Network

Wisconsin Child Care Resource & Referral Network, Inc.
5 Odana Court
Madison, WI 53719
Phone: 608-271-1230
Web: <http://www.wisconsinccrr.org>

Wisconsin Child Care Improvement Project
6816 Aldo Leopold Way
Middleton, WI 53562
Phone: 608-824-8707

Additional Resources

State Child Care Administrators:

<http://nccic.org/statedata/dirs/devfund.html>

State TANF Contacts:

http://www.acf.hhs.gov/programs/ofa/hs_dir2.htm

21st Century Community Learning Centers Contacts:

<http://www.ed.gov/programs/21stcclc/contacts.html>

Quick Facts (continued)

Temporary Assistance for Needy Families (TANF) and Child Care

FFY02 state TANF transfer to
CCDF:\$63,335,234

FFY02 TANF direct spending on
child care:\$33,244,732

Program Licensing and Accreditation Policies

Are there separate school-age
licensing standards?Yes

Are school-operated programs exempt
from licensing standards?Yes

Ratio of children to adults in
school-age centers:
5 years17:1
6 years & over18:1

Number of National AfterSchool
Association (NAA) accredited
programs:3

21st Century Community Learning Centers (21st CCLC)

FY02 state formula grant
amount:\$4,410,421

Applications funded:20

Program
locations:100% School Site

Licensing required?No

Additional information about 21st CCLC:

The Department of Public Instruction and the Department of Workforce Development have joint planning meetings and are working toward forming a statewide network for afterschool care.

Notes and Sources

Demographics

Total population: *Demographic Profiles: Census 2000*, U.S. Census Bureau, as cited in *State Child Care Profiles*, National Child Care Information Center, available at: <http://nccic.org/statedata/statepro/index.htm>.

Number of children ages 5-12: *Census 2000 Summary File (SF-3) Sample Data*, Table P8, Sex by Age (79), U.S. Census Bureau.

Percent of students eligible for free and reduced-price lunch rate: *Overview of Elementary and Secondary Schools and Districts: School Year 2001-02* (Table 10), National Center on Education Statistics, May 2003. Because data from School Year 2001-02 was unavailable for Wyoming, data from School Year 2000-01 was used. Data was unavailable for either school year for Arizona, Connecticut, and Tennessee.

Percent of K-12 students in Title I "schoolwide" schools: *Overview of Elementary and Secondary Schools and Districts: School Year 2001-02* (Table 9), National Center on Education Statistics, May 2003. The federal Title I program provides funding to local school districts and schools with high percentages of poor children to help ensure that all children meet challenging state academic content and student academic achievement standards. Schools enrolling at least 40 percent of students from poor families are eligible to use Title I funds for schoolwide programs that serve all children in the school.

Child Care and Development Fund

The Child Care and Development Fund (CCDF) is the largest federal funding source for child care. States receive a funding allocation determined by formula and have broad flexibility to design programs that provide child care subsidies for low-income children under the age of 13 and to enhance the quality of child care for all children. Federal CCDF funding consists of mandatory, matching, and discretionary funds. Federal law requires that states spend at least 4 percent of their CCDF funds as well as additional earmarks on activities to improve the quality and availability of child care. CCDF administrative data in this and the following sections is from the U.S. Department of Health & Human Services, Administration for Children and Families, Child Care Bureau, as reported by States, unless otherwise noted.

FFY03 state MOE plus match: In order to receive Federal matching funds, a state must expend Maintenance of Effort funds. Note that this does not capture actual expenditures, only the minimum required to draw down all available federal funds.

FFY02 total quality expenditures: Many states spend more than the required minimum 4 percent on quality expansion activities. Note that this data includes FY02 funds expended for quality activities from each of the CCDF funding streams (mandatory, matching, and discretionary) and expenditures under earmarks for quality, infant and toddler, and school-age and resource and referral. This figure provides information obtained from state financial reports submitted for FY02. States continue to report on their expenditures of FY02 funds until expended; therefore, these numbers are subject to annual updates.

Uses of CCDF Earmarks and Quality Dollars for Afterschool: Portions of CCDF discretionary funds are earmarked specifically for resource and referral and school-age child care activities as well as for quality expansion. (These funds are in addition to the required 4 percent minimum quality expenditure.)

Maximum rate for school-age category: Rate listed applies to center-based care; where rates vary by region or county, the rate for the most populated urban area is given.

Standardized monthly school-age rate: Monthly rate for a child, age 8, in care after school during the school year at a center in the most costly district for four hours per day, 20 days per month. Calculated (in the lowest tier of a tiered system) using information from the FY2004-2005 State CCDF Plan, including rate structures, as submitted to the U.S. Department of Health & Human Services, Administration for Children and Families.

Temporary Assistance for Needy Families (TANF) and Child Care

In addition to spending TANF funds directly on child care, a state may transfer up to 30 percent of its TANF grant to CCDF. Expenditures represent TANF funds spent in FY02 that were awarded in FY02 and prior years. Data from the U.S. Department of Health and Human Services, Administration for Children and Families.

Program Licensing and Accreditation Policies

Ratio of children to adults in school-age setting: Data from National Resource Center for Health and Safety in Child Care, available at: <http://nrc.uchsc.edu>.

Number of NAA-accredited programs: Data from the National AfterSchool Association, April 2004, available at: <http://www.nsaca.org/accredited.htm>.

21st Century Community Learning Centers

The No Child Left Behind Act of 2001 converted the 21st Century Community Learning Centers' authority to a state formula grant. In past years, the U.S. Department of Education made competitive awards directly to school districts. Under the reauthorized law, funds will flow to states based on their share of Title I, Part A funds. States will use their allocations to make competitive awards to eligible entities. 1999, 2000, and 2001 grants will continue to be administered by and receive funding through the U.S. Department of Education.

FFY02 formula grant amount: Data from the U.S. Department of Education 21st Century Community Learning Centers Office. Available at: <http://www.ed.gov/about/overview/budget/statetables/04stbypr.xls>.

Applications funded: Data from *State Administration of the 21st Century Community Learning Centers Program*. Compiled by Learning Point Associates, September 8, 2003.

In 2003, the Child Care Bureau awarded a three-year technical assistance contract to The Finance Project and their partner, the National Governors Association Center for Best Practices, for the Afterschool Investments project. The goals of the Afterschool Investments project include:

- Identifying ways that states and communities are using Child Care and Development Fund (CCDF) subsidy and quality dollars to support out-of-school time programs, and sharing these practices and approaches with other states;
- Identifying administrative and implementation issues related to CCDF investments in out-of-school time programs, and providing information and context (about barriers, problems, opportunities) as well as practical tools that will help CCDF administrators make decisions; and
- Identifying other major programs and sectors that are potential partners for CCDF in supporting out-of-school time programs and providing models, strategies, and tools for coordination with other programs and sectors.

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The Afterschool Investments project's State Profiles are designed to provide a comprehensive overview of noteworthy State and local initiatives across the country. Inclusion of an initiative in the Profiles does not represent an endorsement of a particular policy or practice.